Selected Problems – Leadership (38:533:680:01)
(subject to change)

Fridays, 1:00pm – 3:40pm
Levin 004, Livingston Campus

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Phone: (301) 980-4112
Course Web: http://sakai.rutgers.edu/portal
Office Hours: Fridays, 10:30am – 11:30am or by appointment

I. Course Objectives and Description:
This course aims to provide a comprehensive overview of the most current theories and research on leadership and to develop students’ skills and competencies to be effective leaders in organizations. Specifically, this course covers a variety of important leadership theories and research, thereby enhancing students’ understanding on the following questions:

• What is leadership and why is it important in organizations?
• What are fundamental leadership styles, skills, and competencies that make effective leaders?
• When are different types of leadership behaviors more or less effective?
• How to systematically understand leadership issues in various contexts?
• How to determine effective leadership approaches and interventions to address the leadership issues?

In addition, this course helps students understand their own skills and competencies related to a display of effective leadership and offers opportunities to acquire and build the leadership skills and competencies. Specifically, students will be given several self-assessment tools along with peer feedback and engage in team project, so that they can answer the following questions:

• What is my strengths and weaknesses in terms of becoming an effective leader?
• How can I strengthen and develop my leadership skills and competencies?

II. Method of Instruction
To achieve the course objectives above, I will combine multiple instructional methods including lectures, class discussions, case analyses, and individual and team exercises. Students will not only learn key concepts and theories from lectures, but will have opportunities to apply them to analyzing and addressing leadership issues in real organizations through team project. Further, I will provide students with opportunities to reflect and assess their own leadership skills, styles, and abilities by utilizing a number of diagnostic instruments, such as self-assessment tools and a
360-degree feedback procedure.

III. Course Materials
  - ISBN: 9780132771863
- Articles, cases, and/or exercises will be provided in class or through Sakai.
- Students are responsible for reading all the assigned materials; not just limited to materials covered by lecture.

IV. Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Readings / Assignments Due</th>
</tr>
</thead>
</table>
| 9/4   | 1       | • Course introduction  
         | • The nature of leadership and managerial work  | Ch. 1 and 2                                |
|       |         | **Trait Approach to Leadership**                                      |                                             |
| 9/11  | 2       | Leadership traits and skills                                          | Ch. 6                                      |
|       |         | **Behavior Approach to Leadership**                                   |                                             |
| 9/18  | 3       | • Behavior taxonomies and early behavior approach  
         | • Transactional leadership                                            | Ch. 3 and Ch. 12 (pp. 321-324)             |
| 9/25  | 4       | • Transformational / charismatic leadership  
         | • Empowering leadership                                              | Ch. 12 and Ch. 5                           |
| 10/2  | 5       | Differentiated leadership (or leader-member exchange)                 | Ch. 9                                      |
|       |         | **Situational Approach to Leadership**                                 |                                             |
| 10/9  | 6       | Contingency theories                                                  | Ch. 7                                      |
| 10/16 | 7       | • Followers and leadership effectiveness  
         | • Mid-term exam review                                                | Ch. 9, *Team project proposal due (by noon)* |
| 10/23 | 8       | Mid-term exam                                                         |                                             |
|       |         | **Leadership at Multiple Levels**                                     |                                             |
| 10/30 | 9       | • Leadership in work groups/teams  
         | • Strategic leadership                                                |                                            |
|       |         | **Integration and Leadership Development**                             |                                             |
| 11/6  | 10      | • Integrative approach  
         | • Leadership development                                              | Ch. 16 and Ch. 15                          |
| 11/13 | 11      | • Ethical, servant, spiritual, and authentic leadership  
         | • Self- and peer-assessment                                          | Ch. 13                                    |
### Guest Speaker: William S. Kane, Global HR Executive in Sumitomo Corporation of America, Organizational Change Expert, and Author.

<table>
<thead>
<tr>
<th>Date</th>
<th>No.</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11/20</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td></td>
<td><em>No class – Thanksgiving holiday</em></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>13</td>
<td>Team presentations</td>
<td></td>
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<tr>
<td>12/11</td>
<td>14</td>
<td>Final exam review</td>
<td><em>Team peer evaluation and final report due (by noon)</em></td>
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<tr>
<td>TBD</td>
<td>15</td>
<td>Final exam</td>
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V. Course Assignments and Grading

The course grade is composed of three components (exams, team project, and participation; see below for details) and will be determined based on the following scale.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term exam</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Team project</td>
<td>120</td>
</tr>
<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>315-350</td>
<td>A</td>
</tr>
<tr>
<td>85-89.9%</td>
<td>298-314</td>
<td>B+</td>
</tr>
<tr>
<td>80-84.9%</td>
<td>280-297</td>
<td>B</td>
</tr>
<tr>
<td>75-79.9%</td>
<td>263-279</td>
<td>C+</td>
</tr>
<tr>
<td>70-74.9%</td>
<td>245-262</td>
<td>C</td>
</tr>
<tr>
<td>&lt; 70%</td>
<td>&lt; 245</td>
<td>F</td>
</tr>
</tbody>
</table>

1) Examinations (200 points total)

(a) Two (mid-term and final) exams (worth 100 points each) will cover all course material including lecture slides, readings, cases, in-class discussions, and videos shown in class. The exams are *not* cumulative, but several key concepts and terms may carry over. I will hold review sessions prior to the exams. Both exams will be administered in class.

(b) The dates of the exams are noted on the course schedule. Students should take the exams at the scheduled time unless they have a legitimate excuse. *Legitimate excuses* may include illness (with a doctor’s note), increment weather (when Rutgers is officially closed), instructor’s announcement of class suspension, or other critical circumstances (as judged by me). Students claiming excused absence must contact me *before* the exam and furnish documentary support for the legitimate excuses. Otherwise, I will assign a grade of zero for missed exams and will not provide a make-up exam. A make-up exam may be different from original exams, and will be held at a time when all students who need the make-up exam can be present. An officially cancelled exam will be held at the next scheduled class period.
(c) Any questions or appeals about exams must be made in writing via e-mail within 7 days after the exam grades are given to students. Exams will be kept by me.

2) Team project (120 points total)
Each student will be assigned to a team to conduct a leadership consulting project. Specifically, a team will (a) choose one local organization; (b) choose one manager (of whatever rank, e.g., senior, middle or front-line manager) and two or more subordinates of the manager in the organization; (c) gather information through interview and/or surveys about his/her leadership style along with his/her leadership-related traits/competencies and contextual factors; (d) critically evaluate the leadership effectiveness of the manager; and (e) propose potential ways to improve the leadership effectiveness of the manager based on the knowledge learned from this course. Then, teams will present outcomes of their projects for 10 minutes, followed by Q&A session for 5 minutes. Teams are to turn in two team assignments (i.e., team project proposal and final report). More details on the team project will be offered in class.

(a) Points for the team assignments are as follows.
- Team project proposal: 20 points
- Team project final report: 90 points
- Team presentation: 10 points.

(a) Teams should submit all team assignments on the day they are due by noon (as specified in the course schedule). Late work will be accepted for full earned credit if and only if arrangements are made with me 24 hours prior to the due date (with legitimate excuses). Otherwise, 10% of the total points will be deducted for each day (including weekend) the assignment is late.

(b) After completing a team project, peer appraisals by all teammates must be completed in order for the team assignments to be graded. Depending on relative peer appraisal scores, I will subtract up to 20 points from students’ individual project grades. This is to encourage all team members do their fair share of team project. Additional information will be provided in class.

3) Participation (30 points total)
Participation is comprise of class discussion (as judged by me; 20 points) and general class conduct (as judged by me; e.g., being attentive or respectful towards others; 10 points).

4) Extra credit (5 points total)
Students will have an extra credit opportunity for a total of 5 possible points. Specifically, students can present one example of a leadership issue in the news and explain how it illustrates relevant topics covered during class in approximately 500 words (worth 5 points maximum). This is due December 11 by noon.

VI. Mutual Expectations and Classroom Policies

<table>
<thead>
<tr>
<th>Students’ Responsibilities</th>
<th>Instructor’s Responsibilities</th>
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<tbody>
<tr>
<td>To maximally benefit from this course, you are expected to:</td>
<td>To accomplish the course goals, I will do my best to:</td>
</tr>
</tbody>
</table>
• Attend all class meetings;
• Complete any reading assignments prior to each class;
• Review course materials after each class;
• Actively participate during class discussions;
• Be well-prepared for exams; and
• Foster a climate of respect for both the instructor and other class members.

• Prepare for helpful and interesting course materials;
• Lead meaningful lectures and discussions;
• Provide developmental feedback to help students to monitor and make a progress in this course;
• Evaluate students’ performance with fairness; and
• Treat each student with respect and dignity.

In an effort to create a classroom environment that remains conducive to learning, the following rules will apply:

(a) No electronic media during class (e.g., no MP3 players, laptop computers, etc.) unless allowed by me in advance.
(b) All cell phones turned off and no calls taken during class.
(c) Newspapers, books, and other materials not related to our class to be put away.
(d) Avoiding side conversations as the classroom acoustics make these very distracting.
(e) Late arrivals and early departures are unacceptable; they will put you at a disadvantage in terms of missing important announcements and lecture materials as well as starting late on exams.
(f) Being thoughtful and respectful in your comments to class—avoid speaking just to exercise “airtime.”

VII. University Guidelines and Resources

1) Academic integrity
The University’s policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers. All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). Students must return a signed copy to me or April Li (the course TA). This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student’s answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

2) Self-reporting absence
Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website (http://sims.rutgers.edu/ssra) to indicate the date and reason for your absence. An email is automatically sent to me.

Please note: My policy on absence indicated in the above “3) (b)” will be applied regardless of this self-reporting absence policy. Thus, students with legitimate excuses should report their absence before class to get opportunities to make up missed poll(s) and/or in-class activities if any.

3) Students with disabilities
Students requesting accommodations for disabilities should contact the Office of Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: https://ods.rutgers.edu/.
Academic Integrity Contract

(To be signed and turned in at the first class)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

- **Plagiarism/False Representation of Work**
  - Quoting directly or paraphrasing portions of someone else’s work without acknowledging the source.
  - Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
  - Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
  - Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, examination, or project report.
  - Submitting purchased materials such as a term paper as your own work.
  - Copying or presenting material verbatim from any source without using quotation marks.
  - Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
  - Rewording the major concept found in a source but then omitting documentation or improperly citing the source.
  - Submitting as one’s own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else’s work should be avoided unless you obtain express permission from both the instructor and originator of the work.
  - Fabricating or misrepresenting data or information
  - Forging signatures

- **Cheating**
  - Copying work on examinations.
- Acting to facilitate copying during an exam.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited.
- Using prohibited materials, such as books, notes, phones, or calculators during an examination.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one’s possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student’s work so they may represent it as their own.
- Assisting another student in cheating or plagiarizing.
- Doing another student’s work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the examination or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, ___________________________________________, understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _________________________________ Date: _________________

Student Name (Please Print): ____________________________________________

Rutgers University ID: ____________________________________________________